



What English language arts, math, and science instructional materials have districts in the Mid-Atlantic Region states adopted?





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December 2010

Prepared by

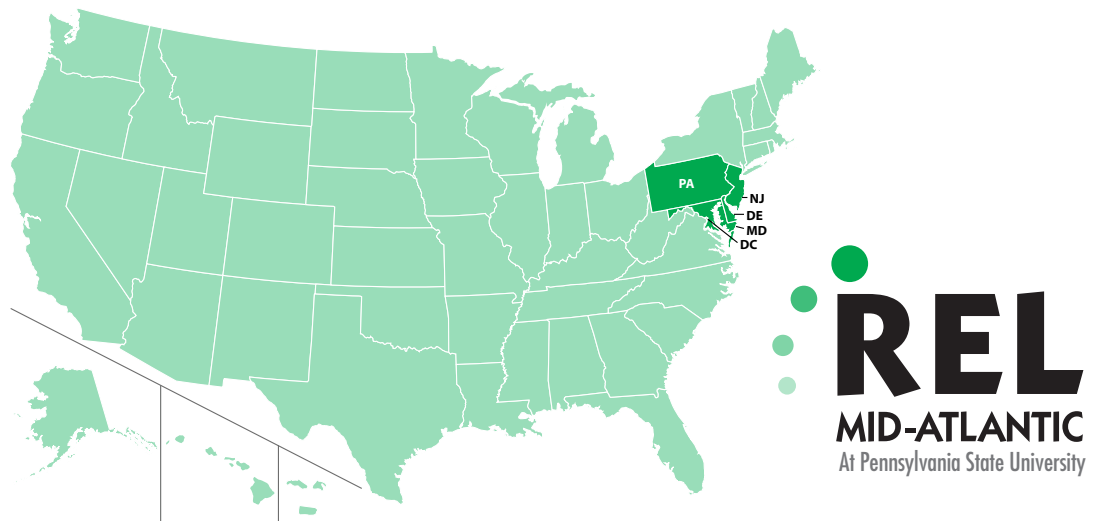
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What English language arts, math, and science instructional materials have districts in the Mid-Atlantic Region states adopted?

This report describes results of an on-going project to generate and share information on core texts, supplemental materials, and benchmark assessments adopted by districts in the Mid-Atlantic Region states for language arts, math, and science courses in specific elementary, middle, and high school grade levels. The results, described in the text, are also available in an online, searchable database.

Despite increasing accountability requirements and a national call for transparency in public policy, Mid-Atlantic Region state education agencies indicate that they have little information about what instructional materials districts adopt. This report describes first-year results of an ongoing project to generate and share information on core texts, supplemental materials, and benchmark assessments adopted by districts in the Mid-Atlantic Region states for specific elementary, middle, and high school grade levels in English language arts, math, and science. The report also describes the organization of the results in an online, searchable database (<http://www.relmidatlantic.org/ci>). Potential users of the database include state and local policymakers, practitioners, parents, voters, and researchers.

Two research questions drive this ongoing project:

- What instructional materials (core texts, supplemental materials, and benchmark assessments) have districts adopted in nine grade and content areas in English language arts, math, and science—and when?
- To what extent have districts adopted materials that the What Works Clearinghouse has found to have positive effects?

From March 2009 to September 2009, at least some data were collected from 997 (90 percent) of the 1,113 eligible school districts in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. Item response rates were much lower, however. For example, for algebra 1, only 53 percent of eligible districts provided a core text title, 13 percent a benchmark assessment title, and 7 percent a supplemental materials title. This report provides descriptive information about core texts and recommends refinements to the data collection approach for year 2 of the study. Because of the low item response rates, the report does not include data on supplemental materials and benchmark assessments.

Several findings emerge from analysis of the database. (Regional findings are dominated by results for New Jersey and Pennsylvania, which together contain 96% of responding districts.)

- Few districts reported having adopted district-developed core text materials (0–2 percent in each grade and content area) or no core text materials (0–3 percent). More districts (1–14 percent in each grade and content area) reported having adopted more than one core text, which may include commercially or locally developed materials; the practice is most common in English language arts (5–14 percent), less common in science (2–7 percent), and least common in mathematics (1–2 percent).
- Depending on the grade and content area, 34–64 percent of reporting districts provided both the title and publisher of a single commercially developed core text. In grade 1 reading, for example, 49 percent of reporting districts provided both the title and publisher of a core text, for a total of 60 unique combinations.
- Districts were most likely to report both the title and publisher of a core text in grade 4 math (64 percent) and algebra 1 (55 percent). They were least likely to report them in grade 8 English language arts (34 percent) and earth science (41 percent).
- As of March 1, 2010, the What Works Clearinghouse (WWC) had issued reports on studies of 15 of the instructional materials identified by districts in Mid-Atlantic Region states that had met

WWC evidence standards with or without reservations. In 10 of these reports, the curricula were shown to have positive effects or potentially positive effects. At the time of this study, 256 responding districts (26 percent) had adopted one or more components (a core text, a workbook, a journal, online exercises, or a reference book) of at least one of these materials, and 17 districts (2 percent) had adopted some component of two of them. Everyday Mathematics, published by McGraw Hill, was the only one of these materials to be widely adopted, with 235 districts (24 percent of those reporting) adopting some edition of the core text or some supplemental material or benchmark assessment associated with the curriculum.

The experience gained during year 1 of the project informed recommendations for the operating plan for year 2:

- Address two research questions in the original project plan that were not addressed in year 1 related to analyses of adoption processes and amounts of professional development.
- Boost response rates and accuracy by giving districts lists of commonly adopted materials for each grade and content area and asking them to check the items they have adopted, fill in complete data if they have adopted materials that are not listed, or check options indicating that they have adopted no materials or do not offer the grade and content area.
- Revise and expand the coding guide to make it more consistent, to further specify

types of materials adopted, and to include coding of multiple materials.

- Develop a database capability to enable users to export data for their own use.

The project responds to requests from state education agencies in the Mid-Atlantic Region that wanted to know what instructional materials and assessments districts had adopted and when, what criteria they had used in selecting

the materials and assessments, and what professional development they had provided in association with adoptions. The requesting agencies want to assist districts in meeting requirements under the No Child Left Behind Act of 2001 but do not have access to comprehensive or continuing information about core and supplemental materials adopted by the school districts for which they are responsible.

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This report describes results of an ongoing project to generate and share information on core texts, supplemental materials, and benchmark assessments adopted by districts in the Mid-Atlantic Region states for English language arts, math, and science courses in specific elementary, middle, and high school grade levels. The results, described in the text, are also available in an online, searchable database.

WHY THIS STUDY?

In 20 states, local education agencies are required to use instructional materials selected by state education agencies or materials from an approved state list; in the remaining states, local education agencies select their own instructional materials (Zinth 2005). Research concentrates on how materials are selected (for example, Dixon 1994; Stein et al. 2001), the merits of statewide and local adoption (as in Finn and Ravitch 2004), and the effectiveness of the material (as in What Works Clearinghouse 2009b). The only studies of what instructional materials are adopted appear to be those relating to state adoption (as in Finn and Ravitch 2004).

Under the No Child Left Behind (NCLB) Act of 2001, districts and state agencies are increasingly seeing curriculum adoption as critical for schools or districts labeled in need of improvement because of lagging student subgroup achievement (Goertz 2005). High quality instructional materials are less likely to be adopted when staff are not trained in evaluation processes, are not familiar with the relevant research, lack sufficient time to conduct an evaluation, or rely on insufficiently rigorous, publisher-supplied data and research (Stein et al. 2001) and anecdotal information.

The NCLB Act requires states to align assessments with standards in English language arts, math, and science and to assist school districts in aligning curricula, pedagogy, and assessments to strengthen student outcomes and close achievement gaps. The International Benchmarking Advisory Group, composed of governors, state commissioners of education, business leaders, researchers, former federal officials, and state and local officials, produced a research-based report that offers states a roadmap for benchmarking their K–12 education systems against those of top-performing countries (National Governors Association, Council of Chief State School Officers, and Achieve, Inc. 2008). The advisory group urged state leaders to upgrade state standards by adopting a common core of internationally benchmarked standards in

Despite evidence that some instructional materials have positive effects, there has been no documentation of the extent to which districts are using such materials

language arts and math for grades K–12 to ensure that students are equipped with the knowledge and skills necessary to be globally competitive. It also recommended leveraging states' collective influence to align textbooks, digital media, curricula, and assessments to internationally benchmarked

standards and to draw on lessons from high-performing countries and states. The National Governors Association and the Council of Chief State School Officers have also taken the lead in the Common Core State Standards Initiative, designed to develop college- and career-ready standards benchmarked to those of top-performing countries (www.corestandards.org).

The goal of raising expectations for what students should know and be able to do academically makes it increasingly important to identify which instructional materials are effective at improving student achievement. Despite evidence that some instructional materials have more positive effects than do others, there has been no documentation of the extent to which districts are using such materials.

The absence of systematic, current data about what instructional materials districts are adopting makes it difficult for state agencies and research organizations to understand and evaluate choices, problems, and trends related to district alignment of standards, curricula, and assessments.¹

This project responds to requests from state education agencies in the Mid-Atlantic Region that wanted to know what instructional materials and assessments districts had adopted and when, what criteria they had used in selecting the materials and assessments, and what related professional development they had provided.² The Mid-Atlantic Region consists of Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. The requests came from Delaware, New Jersey, and Pennsylvania. The requesting state education agencies want to assist districts in meeting NCLB requirements (No Child Left Behind 2001) but do

not have access to comprehensive or continuing information about core and supplemental materials adopted by the school districts for which they are responsible.

The scope of the project was compressed and refined through a series of consultations. Year 1 activities would concentrate on the instructional materials districts had adopted and when; questions about adoption processes and professional development would be addressed in year 2. Finally, the study would focus on nine grade and content areas:

- Grade 1 reading, because of the foundational importance of early reading.
- Grade 4 English language arts, because of transitions to middle school and historical emphasis on testing at this grade level.
- Grade 8 English language arts, because of transitions to high school and historical emphasis on testing at this grade level.
- Grade 4 math, because of transitions to middle school and historical emphasis on testing at this grade level.
- Algebra 1, because of its foundational importance in high school math and the recent emphasis on increased rigor in math.
- Precalculus, because of its importance for college readiness and the recent emphasis on increased rigor in math.
- Grade 4 science, because of transitions to middle school and historical emphasis on testing at this grade level.
- Earth science, because of its foundational importance for high school science and the recent emphasis on increased rigor in science.
- Physics, because of its importance for college readiness and the recent emphasis on increased rigor in science.

BOX 1

Study methods

The research team defined *core text* as the primary textbook adopted for instruction in a particular grade and content area; *adoption* and *re-adoption* dates as the years in which the district school board last adopted and will next adopt or renew a core text; *supplemental materials* as additional materials adopted to supplement instruction; and *benchmark assessments* as assessments administered to give teachers immediate, formative feedback on how students are performing.

The study conducted a census rather than a sample survey of instructional materials, with the district as the unit of analysis, because study requestors were interested in the materials adopted in all districts in their states.

This report presents results in a searchable database that identifies materials that have been the subject of What Works Clearinghouse reports. It provides descriptive information about core texts, but low item response rates preclude presenting similar information on dates of adoption, supplemental materials, and benchmark assessments.

Conducting the census. The census was conducted in March–September 2009. The research team identified eligible districts from state education agency lists of districts in each jurisdiction for 2008/09 (a total of 1,162 districts). Once 27 nonoperating districts and 22 districts for students with disabilities (the focus of the study was general education) were removed, 1,113 eligible districts remained, and 90 percent (997) of them provided at least some data.

Letters were sent to superintendents of eligible districts (appendix B) inviting them to participate in the inventory, and to curriculum directors, asking them to supply information on core texts, supplemental material, and benchmark assessments, as guided by an enclosed “frequently asked questions” document (appendix C). Curriculum directors were asked about the most commonly used materials in general education courses across all schools in the district. The number of follow-up contacts for incomplete or unresponsive districts ranged from 0 to 22, with an average of 6 contacts per district.

High response rates were anticipated because states require school boards to periodically adopt or re-adopt curricula. In practice, while district staff were cooperative, many had difficulty generating the requested data, for reasons ranging from the press of day-to-day responsibilities to the many small districts in New Jersey and Pennsylvania, whose central offices often had no record of adopted curricula and referred the research team to school principals. The unit response rate was 90 percent (see table), lower than the 95 percent anticipated. Only 14 nonresponding districts (1.3 percent of eligible districts) declined to participate (see appendix D for a list of nonresponding districts). There was little

apparent difference in the characteristics of responding and nonresponding districts (see table A1 in appendix A).

Item response rates were far lower, ranging from 6 percent to 72 percent. Rates were especially low for core text adoption and re-adoption dates, titles and publishers of supplemental materials, and titles and publishers of benchmark assessments. Missing item rates for all census items are in table A4 in appendix A.

Coding the data. A coding guide was used to sort core texts, core text adoption dates, supplemental materials, and benchmark assessments into standard categories to facilitate aggregation across districts and to ensure that the data were entered consistently into the database (see appendix E). Interrater reliability was 89 percent.

Developing the online database. The database allows users to search for a specific district. The district page displays lists of materials in the three content areas, information about the district, and demographic data. When districts have reported instructional materials assessed in What Works Clearinghouse reports, a hyperlink takes readers to the report. Users can also search for specific instructional material by title or publisher.

Response rate by jurisdiction, March–September 2009

Jurisdiction	Number of eligible districts	Districts responding	
		Number	Percent
Delaware	19	19	100
District of Columbia	1	1	100
Maryland	24	21	88
New Jersey	570	521	91
Pennsylvania	499	435	87
Total	1,113	997	90

Source: Authors' analysis of the data described in the searchable database.

This report covers year 1 of the study and looks at two research questions:

- What instructional materials (core texts, supplemental materials, and benchmark assessments) have districts adopted in nine grade and content areas in English language arts, math, and science—and when?
- To what extent have districts adopted materials that the What Works Clearinghouse has found to have positive effects?

The study methodology is described in box 1 and appendix A.

STUDY FINDINGS

Analysis of the database revealed that few districts reported having adopted district-developed core text materials (0–2 percent in each grade and content area) or no core text materials (0–3 percent). More districts (1–14 percent in each grade and content area) reported having adopted more than one core text, which may include commercially or locally developed materials.

Depending on the grade and content area, 34–64 percent of reporting districts provided both the title and publisher of a single commercially developed core text. Districts were most likely to report both the title and publisher of core texts in grade 4 math (64 percent) and algebra 1 (55 percent). They were least likely to report them in grade 8 English language arts (34 percent) and earth science (41 percent).

Few districts reported having adopted district-developed core text materials or no core text materials. More districts reported having adopted more than one core text

As of March 1, 2010, the What Works Clearinghouse (WWC) had issued reports on studies of 15 of the instructional materials identified by districts in Mid-Atlantic Region states that had met WWC evidence standards with or without reservations. In 10 of these reports, the curricula

were shown to have positive effects or potentially positive effects. At the time of this study, 26 percent of reporting districts had adopted one or more components (a core text, a workbook, a journal, online exercises, or a reference book) of at least one of these materials, and 2 percent had adopted some component of two of them. Everyday Mathematics, published by McGraw Hill, was the only one of these materials to be widely adopted (24 percent of reporting districts adopting some edition of the core text, supplemental material, or benchmark assessment associated with the curriculum).

What instructional materials have districts adopted?

Because response rates were low for core text adoption and re-adoption dates, supplemental materials, and benchmark assessments, responses for these fields were entered into the database, but frequency counts were not conducted. Nonetheless, the census generated information on titles and publishers of core texts that had not previously been reported.

Table 1 shows the number and percentage of eligible districts reporting the titles and publishers of commercially developed core texts; those reporting adoption of district-developed materials, no materials, and various materials; and those reporting no applicable grade or content area, not reporting the particular item, or not responding to the census. Because New Jersey and Pennsylvania, with 96 percent of responding districts, dominate regional counts of district-level data, individual tables for each state are presented in tables A6–A9 in appendix A.

Few districts reported having adopted district-developed core text materials (0–2 percent in each grade and content area) or no core text materials (0–3 percent). More districts reported having adopted various materials (1–14 percent depending on the grade and content area); the practice is most common in English language arts (5–14 percent), less common in science (2–7 percent), and least common in math (1–2 percent).

TABLE 1

Core text title and publisher counts reported by districts in the Mid-Atlantic Region (*n* = 1,113 eligible districts), March–September 2009

Grade and content area	Districts reporting one core text title/publisher		Districts reporting district-developed materials		Districts reporting no materials adopted		Districts reporting adoption of various materials		Districts with no applicable grade or content area		Districts not reporting this item		Districts not responding to census	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading														
Text	462	42	18	2	29	3	93	8	65	6	330	30	116	10
Publisher	587	53	18	2	29	3	59	5	65	6	239	21	116	10
Grade 4 English language arts														
Text	467	42	16	1	26	2	120	11	65	6	303	27	116	10
Publisher	593	53	16	1	26	2	84	8	65	6	213	19	116	10
Grade 8 English language arts														
Text	306	27	13	1	20	2	159	14	108	10	391	35	116	10
Publisher	369	33	13	1	20	2	118	11	108	10	369	33	116	10
Grade 4 math														
Text	600	54	7	1	3	0	26	2	65	6	296	27	116	10
Publisher	719	65	7	1	3	0	25	2	65	6	178	16	116	10
Algebra 1														
Text	522	47	1	0	0	0	26	2	74	7	374	34	116	10
Publisher	549	49	1	0	0	0	25	2	74	7	348	31	116	10
Precalculus														
Text	362	33	2	0	3	0	15	1	263	24	352	32	116	10
Publisher	378	34	2	0	3	0	13	1	263	24	338	30	116	10
Grade 4 science														
Text	511	46	16	1	30	3	46	4	64	6	330	30	116	10
Publisher	556	50	16	1	30	3	77	7	64	6	254	23	116	10
Earth science														
Text	370	33	5	0	6	1	33	3	123	11	460	41	116	10
Publisher	403	36	5	0	6	1	25	2	123	11	435	39	116	10
Physics														
Text	375	34	6	1	6	1	19	2	254	23	337	30	116	10
Publisher	383	34	6	1	6	1	17	2	254	23	331	30	116	10

Note: Percentages are shares of the total number of eligible districts (1,113); percentages do not always sum to 100 percent because of rounding.

Source: Authors' analysis of data described in the searchable database.

Table 2 shows the number and percentage of responding districts that reported one commercially developed core text title, one core text publisher, and one core text title/publisher combination, plus the number of unique responses in each instance. In grade 1 reading, for example,

462 districts reported a total of 43 unique core text titles, while 587 districts reported 30 unique core text publishers. Thus, although districts were more likely to report core text publishers than titles, they reported more unique titles than unique publishers.

TABLE 2

Core text titles and publishers reported in the Mid-Atlantic Region, March–September 2009

Grade and content area	Number of responding districts by grade and content area	Reports of commercially developed materials										All reports	
		Districts reporting one core text title		Number of unique core text titles		Districts reporting one core text publisher		Number of unique core text publishers		Districts reporting one core text title/publisher combination		Number of unique core text title/publisher combinations reported ^a	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading	932	462	50	43	63	587	63	30	49	457	49	60	62
Grade 4 English language arts	932	467	50	45	64	593	64	24	50	465	50	68	66
Grade 8 English language arts	889	306	34	61	42	369	42	29	34	303	34	86	54
Grade 4 math	932	600	64	40	77	719	77	24	64	600	64	75	68
Algebra 1	923	522	57	37	59	549	59	25	55	511	55	85	58
Precalculus	734	362	49	53	51	378	51	28	48	350	48	107	50
Grade 4 science	933	511	55	37	60	556	60	32	50	464	50	64	64
Earth science	874	370	42	61	46	403	46	28	41	362	41	116	47
Physics	743	375	50	36	52	383	52	28	49	367	49	74	53

Note: Percentages are of the number of responding districts with applicable grade and content area.

a. Coding challenges (discussed in appendix A) likely resulted in an overstatement of the number of unique title-publisher combinations.

Source: Authors' analysis of data described in the searchable database.

Depending on the grade and content area, 34–64 percent of reporting districts provided both the title and the publisher of a single core text. In grade 1 reading, for example, 49 percent of reporting districts provided both a title and a publisher of a core text, for a total of 60 unique combinations. Districts were most likely to report both the title and publisher of a core text in grade 4 math (64 percent) and in algebra 1 (55 percent). They were least likely to report them in grade 8 language (34 percent) and earth science (41 percent).

Table 2 also shows the number and percentage of districts without missing data for both core text title and publisher. For example, for grade 1 reading, 581 of the 932 responding districts offering grade 1 reading provided some response for both core text title and publisher. Some responded with the titles and publishers of commercially developed materials, as described above, while others reported that they had adopted district-developed materials, no materials, or various materials, as detailed in table 1.

What adopted materials have been rated positively by the What Works Clearinghouse?

The What Works Clearinghouse (WWC) reviews research on education interventions, primarily practices and branded curricula. It has reviewed research in four content areas relevant to this project: adolescent literacy, which examines materials for grades 4–12 (What Works Clearinghouse 2009a); beginning reading, which examines materials for grades K–3 (What Works Clearinghouse 2009b); elementary school math, which examines materials for grades K–5 (What Works Clearinghouse 2009c); and middle school math, which examines materials for grades 6–9 (What Works Clearinghouse 2009d). The What Works Clearinghouse generates full reports only for interventions with studies that meet WWC evidence standards with or without reservations. (See appendix A for details of the search for WWC reports relevant to this project.)

As of March 1, 2010, the What Works Clearinghouse had issued reports on 15 of the instructional materials reported by Mid-Atlantic Region districts. In five of these reports, the curricula were shown to have no discernible effects on student achievement. In the remaining 10 reports, however, the curricula were shown to have positive effects or potentially positive effects in the studies that met WWC standards (table 3).

At the time of this study, 256 responding districts (26 percent) had adopted one or more components (core text, workbook, journal, online exercises, or reference book) of at least one of these materials, and 17 districts (2 percent) had adopted some component of two of them. Everyday Mathematics, published by Wright Group/McGraw Hill, was the

TABLE 3

Number of districts reporting adoption of instructional materials with positive or potentially positive What Works Clearinghouse effectiveness ratings, as of March 1, 2010

Grade, content area, and instructional material with What Works Clearinghouse rating	Number of districts reporting adoption
Literacy	
Grade 1 reading	
Accelerated Reader/Reading Renaissance	4
Lexia Reading	1
Voyager Universal Literacy System	1
Wilson Reading System	8
Grade 4 English language arts	
SuccessMaker	4
Grade 8 English language arts	
Read 180	1
Math	
Grade 4 math	
Everyday Mathematics	235
Odyssey Math	5
Algebra 1	
Cognitive Tutor Algebra 1	9
Saxon Middle School Math	5

Source: Authors' analysis of data described in the searchable database; What Works Clearinghouse (2009a,b,c,d).

only one of these materials to be widely adopted, with 235 districts (24 percent) reporting adoption of some edition of the core text, some supplemental material, or a benchmark assessment associated with the curriculum.

STUDY LIMITATIONS

Because this was the first year of data collection, and many districts did not participate in full, this study had several limitations:

- Low response rates for core text adoption and re-adoption dates, supplemental materials, and benchmark assessments prevented data compilation for those fields. Even items for which data were compiled—core text title and publisher—had fairly high average item nonresponse rates (48 percent and 43 percent) across the nine grade and content areas. Plans for year 2 address this problem (see below).
- Follow-up processes differed for data collection, concentrating initially on districts with incomplete data and later on nonresponding districts. This shift might have led to variation in data completeness.
- Earth science data might be underreported because the content is taught under a variety

of course titles (such as earth science, earth and space, and introduction to science), and some district staff might not have reported materials for courses other than those named “earth science,” the title requested in census instructions. Plans for year 2 address this problem.

- Generalizing from data in the database to all eligible districts in a state or the region is inappropriate. It is possible, for example, that districts

using older materials were less likely to report their adoptions. Despite this limitation, responding districts provided useful information that can be reviewed as a first step in building the descriptive database.

- Database information is static, but materials adoption is dynamic, with districts frequently adopting new materials. A regularly updated database would provide more timely, relevant, and useful information. Plans for year 2 address this problem.
- A district’s adoption of particular curricular materials does not indicate actual use in the classroom, nor does the popularity of particular curricular materials indicate anything about effectiveness.

RECOMMENDED CHANGES FOR YEAR 2

Based on the experience in year 1 of the study, the research team recommends several changes for year 2, subject to approval by the Institute for Education Sciences:

- Address research questions that were specified in the project plan but not dealt with in year 1: analyses of adoption processes and amounts of professional development.
- Improve response rates and accuracy by providing districts with lists of commonly adopted materials for each grade and content area and asking them to check the items they have adopted, fill in complete data if they have adopted unlisted materials, or check options indicating that they have adopted no materials or do not offer the grade and content area.
- Improve introductory letters and the frequently asked questions enclosure, specifying more clearly which data to submit and how to report that no materials have been adopted in a particular category.

Everyday Mathematics was the only instructional material with a positive or potentially positive rating to be widely adopted, with 235 districts reporting adoption of some edition of the core text, some supplemental material, or a benchmark assessment associated with the curriculum

- Improve the consistency and organization of the coding guide.
- Refine the coding guide to specify the types of materials adopted (such as websites, math manipulatives, technology applications, language arts anthologies, and integrated instructional materials).
- Refine the coding guide to resolve weighting issues, where feasible, when districts report more than one item in a given category (for example, four supplemental materials in grade 4 math).
- Develop a database capability to enable users to export data for their own purpose.

APPENDIX A

DATA SOURCES AND METHODS

Of a list of all 1,162 districts in the region compiled from state education agency lists, 22 primarily for students with disabilities and 27 in New Jersey with no schools or students were removed, leaving 1,113 eligible districts.

The Office of Management and Budget provided clearance for this project (see box A1).

Conducting the census

Data collection to meet state education agency requests for details on instructional materials adopted by all districts in their jurisdictions was based on a complete census rather than a sample survey. A database containing only some of the districts in a state, even if they were representative of key district characteristics, would not serve that purpose.

Letters first announced the project to all chief state school officers in the region and then to superintendents of all districts, encouraging them to participate in the census (appendix B). Next, letters requesting specific data were sent to all curriculum directors, along with a summary table listing

the information sought and a frequently asked questions document (appendix C). Districts that did not respond were contacted by phone, email, or fax. To improve data collection in New Jersey and Pennsylvania, letters of support were obtained from the New Jersey School Boards Association and the Pennsylvania School Boards Association in June 2009 and cited in subsequent contacts with districts.

All eligible districts were contacted at least once. Districts that did not respond initially were contacted until they provided the requested materials,³ they declined to participate, or the data collection period ended. When early follow-up phone calls showed that districts stored data on instructional materials in a variety of places (for example, in offices of curriculum directors, principals, or content area supervisors), subsequent initial contacts were modified to include questions about whom to talk to. All communications and data were centrally tracked to document progress. Communication logs included the name of the person contacted, the interviewer, the date, and the time of each interaction.

Coding the data

Three coders reviewed and coded incoming data using a project coding guide to ensure that reliable and valid data were entered into the database (see appendix E). Because some responses were open to varying interpretation, the coding guide emphasized relying on the integrity of the data as reported by the district to avoid misreporting of responses; thus, corrections to district data consisted chiefly of correcting spelling, standardizing orthography (for example, changing “pre-calculus” to “precalculus” and “&” to “and”), and distributing combined responses into appropriate fields in the database. (For example, if a district reported “Pearson Prentice Hall: Algebra 1, 2007,” the coder would enter the title as “Algebra 1,” the publisher as “Pearson Prentice Hall,” and the publication date as “2007.”) Interrater reliability tests, performed on approximately 10 percent of responses, yielded an 89 percent reliability rating. Coders

BOX A1

Office of Management and Budget burden statement for the instructional materials data collection

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid Office of Management and Budget (OMB) control number. The valid OMB control number for this information collection is 1850-0862. The time required to provide the requested information is estimated to average a maximum of 30 minutes. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

entered all data into an online application. Once data entry was complete, the data were exported to a spreadsheet and systematically reviewed for validity and typographical errors. All changes were documented in a notes section of the online application. This process yielded seven categories of district responses (table A1).

Variations in how districts reported titles and publishers of core texts presented coding challenges. For example, coders found the same core text title described as “Houghton Mifflin Math, 2005,” “Houghton Math, 2005,” “Mathematics, 2005” and “Houghton Mifflin, 2005.” Publisher names were an even greater challenge. Not only did districts report them in various forms, but names changed with mergers and divestitures. Thus, the same title might be offered by more than one publisher over a few years. In some cases, coders could not tell whether districts were reporting the same core text title and publisher. Because of the difficulty of resolving such issues without recontacting the districts, coders were directed to enter publisher names exactly as reported by districts, except for correcting misspellings, making names consistent (for example, entering “John Wiley” as “Wiley”), separating combined responses into appropriate fields in the database, and substituting the publisher name where districts reported the name of an imprint of the publisher (for example,

“Harcourt School Publishers” is an imprint of the publisher “Harcourt”).

Coders were also instructed not to infer a book title when a district provided only a publisher name, not to infer a publisher when a district provided only a title, and not to infer a publication date when a district did not provide one.

Another problem was how to code reports of multiple materials for a single grade and content area, such as two core texts for grade 8 math or 20 supplementary materials for grade 4 language arts, with no indication of how much each was used. Entering all such items into the database would overrepresent their prevalence across districts, because each of the 20 supplementary materials in one district would have the same weight as a single supplementary material in another district. But not entering multiple materials into the database would underrepresent their prevalence because there would be no record of the reporting district’s adoption of the material. Coders were instructed to enter only single core texts or supplementary materials into the database and to enter “various materials” for districts reporting multiple (defined as more than one) materials. This decision recognized that year 1 data collection served in part to make the research team aware of the kinds of responses districts would make and to prepare

TABLE A1
Categories of instructional materials, March–September 2009

Category	Description
One commercially developed material	Used when the district reported adopting one commercially developed material. The title is listed in the database in these cases.
District-developed materials	Used when the district developed and adopted its own materials.
None adopted	Used when the district specifically reported that no materials were adopted for that grade and content area.
Various materials	Used when more than one item was reported by a district for one grade and content area. These individual materials were not coded and are not included in the database.
Not applicable	Used when the district did not contain grade levels applicable to the data requested (for example, grade 8 language arts literacy in a K–6 district) or when the district reported that a content area was not offered in the district.
Not reported	Used when the district provided no response for a given item (item nonresponse).
No response	Used when the district did not respond to any items (unit nonresponse).

Source: Authors’ analysis of data described in the searchable database.

plans for more complete and efficient data collection in year 2.

Finally, coders were instructed to code a response as “none adopted” only when the district specifically reported that no materials were adopted for that grade and content area. However, some districts might have indicated that they had adopted no materials by leaving the response blank, which coders were instructed to enter as “not reported.” Thus, the “not reported” category could include some districts with no adopted curriculum in a particular grade and content area; these should have been coded as “none adopted.”

For more detailed information about coding, see appendix E, the coding guide used in year 1, and appendix F, the revised coding guide for year 2.

Analyzing the results

Of the 1,113 eligible districts, 997 responded to the inventory, resulting in a unit response rate of 90 percent, somewhat below the 95 percent anticipated. There was little apparent difference in the characteristics of responding and nonresponding districts (table A2; see below for a discussion of how district-level demographic characteristics were derived from the National Center for Education Statistics Common Core of Data).

More problematic were the low item-level response rates for many census fields, particularly for adoption dates, supplemental materials, and benchmark assessments. One reason for the low item-level response rates is that many responding districts, particularly in New Jersey, did not have schools with all the grades for which the study sought data. In such instances, the database lists “not applicable” in the corresponding field. Table A3 presents counts of eligible districts responding and not responding to the census by grade span and state.

Another reason for low item response rates is that many districts provided information for some of

TABLE A2
Characteristics of responding and nonresponding districts, March–September 2009

Characteristic	Responding districts	Nonresponding districts
Average number of students per district	3,729	3,490
Race/ethnicity (average percent of students)		
American Indian/Alaska Native	0	0
Asian/Pacific Islander	4	3
Hispanic	8	9
Black, non-Hispanic	10	8
White, non-Hispanic	79	80
Socioeconomic status (average percent of students)		
Eligible for free or reduced-price meals	24 ^a	28
Locale (percent of districts)		
City	3	1
Suburb	59	55
Town	12	12
Rural	26	32

a. No data were available for 26 of the 997 responding districts.
Source: U.S. Department of Education 2007a, b.

their grade and content areas or for some materials within grade and content areas but not others (table A4). For these instances, the database lists “not reported.” Item-level missing data rates for the region were calculated by adding the 116 districts that did not respond at all to the data collection to the total number of “not reported” responses for that item and dividing the total by the number of eligible districts (1,113) minus the count of “not applicable” districts for that item. For example, for grade 1 reading, 116 districts did not respond to the data collection and 330 districts did not report information on that item, for a total of 446. This number is divided by the total count of eligible districts (1,113) minus the count of districts that did not teach grade 1 reading (65 “not applicable” districts) to equal 43 percent.

$$\frac{116 + 330}{1,113 - 65} = 43\%$$

TABLE A3

Count of eligible districts responding and not responding to the census, by grade range and jurisdiction, March–September 2009

Grade range	Delaware (19 districts)		District of Columbia (1 district)		Maryland (24 districts)		New Jersey (570 districts)		Pennsylvania (499 districts)		Total (1,113 districts)	
	Responding	Not responding	Responding	Not responding	Responding	Not responding	Responding	Not responding	Responding	Not responding	Responding	Not responding
1–8							1	0			1	0
6–12	1	0					1	0			2	0
7–12							14	2			14	2
9–12	3	0					46	4			49	4
10–12							1	0			1	0
K–4							1	0			1	0
K–6							25	1			25	1
K–8							89	10	1	0	90	10
K–9							0	1			0	1
K–11							1	0			1	0
K–12							78	5	391	57	469	62
PreK–5							1	0			1	0
PreK–6							32	3			32	3
PreK–8							105	13	1	0	106	13
PreK–12	15	0	1	0	21	3	126	10	42	7	205	20
Total	19	0	1	0	21	3	521	49	435	64	997	116

Source: Authors' analysis of data described in the searchable database.

Average item-level missing data rates for date of core text adoption and re-adoption, supplemental materials title and publisher, and benchmark assessment title and publisher were 75 percent or higher (see table A4). For these fields, responses were entered into the database, but frequency counts were not conducted. Missing data rates for core text title (48 percent) and publisher (43 percent) were somewhat better (see table A4). For these fields, the research team entered responses into the database and generated frequencies by jurisdiction but avoided making inferences or generalizations based on the data.

Table A5 shows missing data rates for core text title and publisher in each jurisdiction.

Table 1 in the main report shows the number and percentage of eligible districts reporting the titles and publishers of commercially developed

core texts; those reporting adoption of district-developed materials, no materials, and various materials; and those reporting no applicable grade or content area, not reporting the particular item, or not responding to the census. Tables A6–A9 show the same data for each state (the District of Columbia is not shown because it includes only one school district).

Developing the online database

All data were imported into the IBM® SPSS® Statistics program, and frequency analyses were run for each data item to obtain counts for each material category (one commercial title, district-developed, none adopted, various adopted, not applicable, not reported, or no response) by grade and content area. Unique combinations of commercial titles and publishers were entered into the project's Database of Selected Language Arts

TABLE A4

Item-level missing data rates in the Mid-Atlantic Region, March–September 2009 (percent)

Grade and content area	Core text				Supplemental materials		Benchmark assessment	
	Title	Publisher	Date of adoption	Date of re-adoption	Title	Publisher	Title	Publisher
Literacy								
Grade 1 reading	43	34	70	80	79	80	80	80
Grade 4 English language arts	40	31	70	80	79	81	81	81
Grade 8 English language arts	50	48	77	84	80	81	84	84
Math								
Grade 4 math	39	28	69	79	87	87	83	83
Algebra 1	47	45	75	83	93	93	87	86
Precalculus	55	53	78	85	94	94	89	89
Science								
Grade 4 science	43	35	75	82	85	86	90	90
Earth science	58	56	80	86	94	94	93	93
Physics	53	52	77	84	94	94	92	92
Average	48	43	75	83	87	88	87	86

Source: Authors' analysis of data described in the searchable database.

TABLE A5

Item-level missing data rates for core text title and publisher, by jurisdiction and grade and content areas, March–September 2009 (percent)

Grade and content area	Delaware		District of Columbia		Maryland		New Jersey		Pennsylvania	
	Core text title	Core text publisher	Core text title	Core text publisher	Core text title	Core text publisher	Core text title	Core text publisher	Core text title	Core text publisher
Literacy										
Grade 1 reading	25	19	0	0	38	42	38	32	48	36
Grade 4 English language arts	25	13	0	0	42	46	32	25	48	38
Grade 8 English language arts	29	24	100	100	50	46	40	40	61	57
Math										
Grade 4 math	6	6	0	0	25	25	31	20	49	37
Algebra 1	26	16	100	100	33	33	43	40	53	51
Precalculus	21	16	100	100	33	33	50	49	60	58
Science										
Grade 4 science	13	19	0	0	35	39	37	30	50	42
Earth science	33	33	100	100	45	45	56	54	61	58
Physics	32	26	100	100	42	46	46	46	58	57
Average	23	19	56	56	38	39	42	37	54	48

Source: Authors' analysis of data described in the searchable database.

TABLE A6

Core text title and publisher counts in Delaware by grade and content area, March–September 2009 ($n = 19$ eligible districts)

Grade and content area	Districts reporting one core text title/publisher		Districts reporting district-developed materials		Districts reporting no materials adopted		Districts reporting adoption of various materials		Districts with no applicable grade or content area		Districts not reporting this item		Districts not responding to census	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading														
Text	12	63	0	0	0	0	0	0	3	16	4	21	0	0
Publisher	13	68	0	0	0	0	0	0	3	16	3	16	0	0
Grade 4 English language arts														
Text	11	58	0	0	0	0	1	5	3	16	4	21	0	0
Publisher	13	68	0	0	0	0	1	5	3	16	2	11	0	0
Grade 8 English language arts														
Text	11	58	0	0	0	0	1	5	2	11	5	26	0	0
Publisher	12	63	0	0	0	0	1	5	2	11	4	21	0	0
Grade 4 math														
Text	14	74	0	0	0	0	1	5	3	16	1	5	0	0
Publisher	14	74	0	0	0	0	1	5	3	16	1	5	0	0
Algebra 1														
Text	13	68	0	0	0	0	1	5	0	0	5	26	0	0
Publisher	16	84	0	0	0	0	0	0	0	0	3	16	0	0
Precalculus														
Text	13	68	1	5	0	0	1	5	0	0	4	21	0	0
Publisher	14	74	1	5	0	0	1	5	0	0	3	16	0	0
Grade 4 science														
Text	11	58	0	0	0	0	3	16	3	16	2	11	0	0
Publisher	8	42	0	0	0	0	5	26	3	16	3	16	0	0
Earth science														
Text	9	47	0	0	1	5	2	11	1	5	6	32	0	0
Publisher	9	47	0	0	1	5	2	11	1	5	6	32	0	0
Physics														
Text	12	63	0	0	0	0	1	5	0	0	6	32	0	0
Publisher	13	68	0	0	0	0	1	5	0	0	5	26	0	0

Note: Percentages are shares of the total number of eligible districts (19); percentages do not always sum to 100 percent because of rounding.

Source: Authors' analysis of data described in the searchable database.

TABLE A7

Core text title and publisher counts in Maryland by grade and content area, March–September 2009 (*n* = 24 eligible districts)

Grade and content area	Districts reporting one core text title/publisher		Districts reporting district-developed materials		Districts reporting no materials adopted		Districts reporting adoption of various materials		Districts with no applicable grade or content area		Districts not reporting this item		Districts not responding to census	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading														
Text	10	42	0	0	0	0	5	21	0	0	6	25	3	13
Publisher	12	50	0	0	0	0	2	8	0	0	7	29	3	13
Grade 4 English language arts														
Text	10	42	0	0	0	0	4	17	0	0	7	29	3	13
Publisher	11	46	0	0	0	0	2	8	0	0	8	33	3	13
Grade 8 English language arts														
Text	10	42	0	0	0	0	2	8	0	0	9	38	3	13
Publisher	11	46	0	0	0	0	2	8	0	0	8	33	3	13
Grade 4 math														
Text	14	58	1	4	1	4	2	8	0	0	3	13	3	13
Publisher	14	58	1	4	1	4	2	8	0	0	3	13	3	13
Algebra 1														
Text	16	67	0	0	0	0	0	0	0	0	5	21	3	13
Publisher	16	67	0	0	0	0	0	0	0	0	5	21	3	13
Precalculus														
Text	16	67	0	0	0	0	0	0	0	0	5	21	3	13
Publisher	16	67	0	0	0	0	0	0	0	0	5	21	3	13
Grade 4 science														
Text	9	38	1	4	2	8	3	13	1	4	5	21	3	13
Publisher	9	38	1	4	2	8	2	8	1	4	6	25	3	13
Earth science														
Text	11	46	0	0	1	4	0	0	2	8	7	29	3	13
Publisher	11	46	0	0	1	4	0	0	2	8	7	29	3	13
Physics														
Text	13	54	0	0	0	0	1	4	0	0	7	29	3	13
Publisher	13	54	0	0	0	0	0	0	0	0	8	33	3	13

Note: Percentages are shares of the total number of eligible districts (24); percentages do not always sum to 100 percent due to rounding.

Source: Authors' analysis of data described in the searchable database.

TABLE A8

Core text title and publisher counts in New Jersey by grade and content area, March–September 2009
(n = 570 eligible districts)

Grade and content area	Districts reporting one core text title/publisher		Districts reporting district-developed materials		Districts reporting no materials adopted		Districts reporting adoption of various materials		Districts with no applicable grade or content area		Districts not reporting this item		Districts not responding to census	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading														
Text	224	39	11	2	11	2	70	12	62	11	143	25	49	9
Publisher	281	49	11	2	11	2	44	8	62	11	112	20	49	9
Grade 4 English language arts														
Text	240	42	10	2	12	2	81	14	62	11	116	20	49	9
Publisher	302	53	10	2	12	2	56	10	62	11	79	14	49	9
Grade 8 English language arts														
Text	148	26	9	2	9	2	111	19	106	19	138	24	49	9
Publisher	179	31	9	2	9	2	82	14	106	19	136	24	49	9
Grade 4 math														
Text	330	58	3	1	0	0	16	3	62	11	110	19	49	9
Publisher	387	68	3	1	0	0	16	3	62	11	53	9	49	9
Algebra 1														
Text	272	48	1	0	0	0	12	2	74	13	162	28	49	9
Publisher	285	50	1	0	0	0	11	2	74	13	150	26	49	9
Precalculus														
Text	151	26	1	0	0	0	6	1	252	44	111	19	49	9
Publisher	155	27	1	0	0	0	5	1	252	44	108	19	49	9
Grade 4 science														
Text	277	49	7	1	11	2	28	5	59	10	139	24	49	9
Publisher	295	52	7	1	11	2	47	8	59	10	102	18	49	9
Earth science														
Text	177	31	3	1	2	0	19	3	111	19	209	37	49	9
Publisher	192	34	3	1	2	0	14	2	111	19	199	35	49	9
Physics														
Text	159	28	2	0	1	0	10	2	252	44	97	17	49	9
Publisher	157	28	2	0	1	0	11	2	252	44	98	17	49	9

Note: Percentages are shares of the total number of eligible districts (570); percentages do not always sum to 100 percent because of rounding.

Source: Authors' analysis of data described in the searchable database.

TABLE A9

Core text title and publisher counts in Pennsylvania by grade and content area, March–September 2009
(n = 499 eligible districts)

Grade and content area	Districts reporting one core text title/publisher		Districts reporting district-developed materials		Districts reporting no materials adopted		Districts reporting adoption of various materials		Districts with no applicable grade or content area		Districts not reporting this item		Districts not responding to census	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 1 reading														
Text	216	43	7	1	18	4	17	3	0	0	177	35	64	13
Publisher	281	56	7	1	18	4	12	2	0	0	117	23	64	13
Grade 4 English language arts														
Text	206	41	6	1	14	3	33	7	0	0	176	35	64	13
Publisher	267	54	6	1	14	2	24	5	0	0	124	25	64	13
Grade 8 English language arts														
Text	137	27	4	1	11	2	45	9	0	0	238	48	64	13
Publisher	167	33	4	1	11	2	33	7	0	0	220	44	64	13
Grade 4 math														
Text	241	48	3	1	2	0	7	1	0	0	182	36	64	13
Publisher	303	61	3	1	2	0	6	1	0	0	121	24	64	13
Algebra 1														
Text	221	44	0	0	0	0	13	3	0	0	201	40	64	13
Publisher	232	46	0	0	0	0	14	3	0	0	189	38	64	13
Precalculus														
Text	182	36	0	0	3	1	8	2	11	2	231	46	64	13
Publisher	193	39	0	0	3	1	7	1	11	2	221	44	64	13
Grade 4 science														
Text	213	43	8	2	17	3	12	2	1	0	184	37	64	13
Publisher	243	49	8	2	17	3	23	5	1	0	143	29	64	13
Earth science														
Text	173	35	2	0	2	0	12	2	9	2	237	47	64	13
Publisher	191	38	2	0	2	0	9	2	9	2	222	44	64	13
Physics														
Text	191	38	4	1	5	1	7	1	2	0	226	45	64	13
Publisher	200	40	4	1	5	1	5	1	2	0	219	44	64	13

Note: Percentages are shares of the total number of eligible districts (499); percentages do not always sum to 100 percent because of rounding.

Source: Authors' analysis of data described in the searchable database.

Literacy, Mathematics, and Science Instructional Materials in the Mid-Atlantic Region (described fully in appendix G and available at <http://www.relmid-atlantic.org/ci>).

The database allows users (such as state and local policymakers, practitioners, parents, and researchers) to search for a specific district by selecting from dropdown menus of states, counties, and districts. The district page displays a list of materials in the three content areas, information about the district (state, county, and grade range), and demographic data from the NCES Common Core of Data (U.S. Department of Education 2007a), such as enrollment, race/ethnicity, and percentage of students eligible for free or reduced-price meals. Users can also search for an instructional material by title and publisher and retrieve a list of all districts that reported adopting it; query the database for a list of districts that reported other categories of data, including none adopted, various adopted, not applicable, and no response; and then select an individual district, which will take them to the district page described above.

Instructional materials that have been evaluated in WWC reports include a hyperlink to the report so that database users can review conclusions about the materials' effectiveness. As more materials are reviewed by the What Works Clearinghouse, the database will be updated.

The database explains how to submit corrections for errors that district staff find in their data.

Collecting information from the What Works Clearinghouse and information on district-level demographic characteristics

What Works Clearinghouse reports. To assess whether districts are implementing evidence-based programs, the research team obtained information from the WWC website (<http://www.whatworks.ed.gov>). As of March 1, 2010, the site featured reviews of materials in four areas related to the data collected in this project: elementary

school math, middle school math, beginning reading, and adolescent literacy.

The research team examined all topic reports in these four areas; identified interventions reported to have positive or potentially positive effects in at least one domain (beginning reading, for example, has four domains: alphabetics, reading fluency, comprehension, and general reading achievement); and searched the project database to identify all districts that had reported adopting materials associated with these interventions.

For one intervention, University of Chicago School Mathematics Project (UCSMP) Algebra, the WWC website contains a July 2007 report concluding that it had potentially positive effects and a March 2009 report that it had no discernible effects. WWC staff confirmed that the 2009 report “includes the most recent research on the program within the parameters of the current WWC Middle School Math protocol” (email communication, April 2, 2010). Thus, the research team excluded UCSMP Algebra from its list of instructional materials with positive or potentially positive ratings (see table 3 in the main report).

District-level demographic data. Data on districts' locale, grade range, English language learner student enrollment, and special education enrollment were obtained from the Common Core of Data Local Education Agency Universe Survey 2006–07 data file (U.S. Department of Education 2007b). Data on a district's racial/ethnic enrollment and free or reduced-price meals enrollment were obtained from the 2006–07 Elementary/Secondary School Universe Survey data file (U.S. Department of Education 2007a).

Total district enrollment was obtained by calculating the sum of the total school enrollment field for all schools in a given district from the Elementary/Secondary School Universe Survey 2006–07 data file and also from the total district enrollment field in the Local Education Agency Universe Survey data file. The two sources produced identical values for 624 of the 1,113

operating districts but different values for the remaining 489. For consistency, and because the majority of district-level demographic data were obtained from the Elementary/Secondary School Universe Survey data file, that source was used in calculating total district enrollment. The total district enrollment field from the Local Education Agency Universe Survey data file was used only when calculating the percentages of English language learner students and special education students.

The percentage of student enrollment by race/ethnicity was calculated by summing enrollment for each racial/ethnic category for all schools in a district and dividing each category total by total district enrollment. Total district enrollment was calculated as described above, from data in the Elementary/Secondary School Universe Survey data file. The same procedure was followed to calculate the percentage of students in each district eligible for free or reduced-price meals.

The percentages of English language learner students and students receiving special education services were calculated in the same way, but with

data from the Local Education Agency Universe Survey data file.

Finally, district locale data were converted from the 12 district-level locale fields to 4 aggregated fields, as follows:

- If the locale field contained “city, large territory,” “city, mid-size territory,” or “city, small territory,” the district was considered to be located in a city.
- If the locale field contained “suburb, large territory,” “suburb, mid-size territory,” or “suburb, small territory,” the district was considered to be located in a suburb.
- If the locale field contained “town, fringe territory,” “town, distant territory,” or “town, remote territory,” the district was considered to be located in a town.
- If the locale field contained “rural, fringe territory,” “rural, distant territory,” or “rural, remote territory,” the district was considered to be located in a rural area.

APPENDIX B
SAMPLE INTRODUCTORY LETTER TO
CHIEF SCHOOL ADMINISTRATORS

Dear Superintendent:

The Regional Educational Laboratory Mid-Atlantic is embarking on a valuable new enterprise. This pioneering initiative will inventory and document a selection of adopted language arts literacy, math, and science materials in all districts within the Mid-Atlantic region. This enterprise will, when complete, prove immediately useful to you and other decision makers in your district.

Data collected will be made available to all educators in the region through two products: 1) a descriptive report that provides information about the frequency with which these materials are adopted across the region and 2) an interactive, online, and publicly accessible database. District and school personnel will be able to use this information to find out what materials other districts in the region have adopted and which ones are supported by scientifically-based research. District names and the materials they have adopted will be viewable in the online tool. District names will not be used in the written report; only aggregate data will be presented. No individual district staff names will be used in either product.

Within the next week, we will be sending a letter to your Curriculum Director with a request for a list of the names of adopted core texts, supplemental materials, associated benchmark assessments, and the dates of adoption, for each of the following grades and content areas:

Math: Grade 4, Algebra 1, and Precalculus

Science: Grade 4, Earth Science, and Physics

Literacy: Grade 1, Grade 4, and Grade 8

We will make every effort to minimize the burden on district staff. Districts will be contacted in a few weeks to answer any questions you might have. In the meantime, if you have any questions please contact Ryan Casey, Program Coordinator, (1-866-RELMFYI, info@relmid-atlantic.org).

Thank you for collaborating with us on this important research project.

Sincerely,

Jennifer Bausmith, Ph.D., Study Manager

APPENDIX C**SAMPLE LETTER TO CURRICULUM
DIRECTORS, WITH ENCLOSURES**

Dear Curriculum Director:

Approximately one week ago, we sent a letter to all Superintendents to inform them of a new project being undertaken by the Regional Educational Laboratory Mid-Atlantic. This pioneering initiative will inventory and document a selection of adopted language arts literacy, math, and science materials in all districts within the Mid-Atlantic region. This enterprise will, when complete, prove immediately useful to you and other decision makers in your district.

Data collected will be made available to all educators in the region through two products: 1) a descriptive report that provides information about the frequency with which these materials are adopted across the region and 2) an interactive, online, and publicly accessible database. District and school personnel will be able to use this information to find out what materials other districts in the region have adopted and which ones are supported by scientifically-based research. District names and the materials they have adopted will be viewable in the online tool. District names will not be used in the written report; only aggregate data will be presented. No individual district staff names will be used in either product.

We request that you provide us with a list of the names of adopted core texts, supplemental materials, and associated benchmark assessments in each of the following grades and courses:

Math: Grade 4, Algebra 1, and Precalculus

Science: Grade 4, Earth Science, and Physics

Literacy: Grade 1, Grade 4, and Grade 8

We have enclosed answers to Frequently Asked Questions and a sample of the data we are collecting to provide you with additional information on what data we are seeking. If the lists are part of a larger document, we would be happy to accept the whole set and extract the relevant information in our central offices. Lists can be submitted to Ryan Casey by fax (732-564-9099), via email (info@relmid-atlantic.org), or by standard mail (call us and we will send an envelope with the appropriate postage). Please be sure to include your district name on all materials.

We will make every effort to keep the burden on district staff as minimal as possible. Districts will be contacted in a few weeks to answer any questions you might have. In the meantime, if you have any questions please contact Ryan Casey, Program Coordinator, (1-866-RELMFYI, info@relmid-atlantic.org).

Thank you for collaborating with us on this important research project.

Sincerely,

Jennifer Bausmith, Ph.D., Study Manager

District Name	Name of person completing form
District County, State	Title of person completing form
Date	Email/contact

District-level adopted items used by MOST students enrolled in the following:
SUMMARY TABLE (do not include items adopted at the school or classroom level)

Language Arts Literacy				
Grade 1 (Reading)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Grade 4 (Language Arts)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Grade 8 (Language Arts)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Math				
Grade 4	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Algebra I (full year course or equivalent)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Precalculus (full year course or equivalent)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Science				

District-level adopted items used by MOST students enrolled in the following:
SUMMARY TABLE (do not include items adopted at the school or classroom level)

Grade 4	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Earth Science (full year course or equivalent)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher
Physics (full year course or equivalent)	Core text	Publisher	Date of adoption	Date due for re-adoption
	Supplemental text or materials	Publisher	Benchmark assessment	Publisher

Comments

The Mid-Atlantic Regional Inventory of Adopted Textbooks, Supplemental Materials, and Benchmark Assessments in Literacy, Math, and Science: frequently asked questions

Q: How soon do you need this information?

A: We ask that you send the information as soon as possible. We will begin calling districts to follow-up with those who have not responded within 2–3 weeks.

Q: What format do you want this information in?

A: Whatever format is easiest for you to send, as long as you provide complete and accurate information. We have included an example of the kind of information we are looking for, but you may send us lists that contain additional curricular information if this is easier. The following is a possible example:

Literacy—Grade One (Reading)
Core Text: *Trophies*

Publisher: *Harcourt*
Date of last adoption: *June 2007*
Date due for re-adoption: *June 2012*
Supplemental Materials: *Little Books*
Publisher: *Harcourt*
Benchmark Assessment: *DRA*
Publisher: *Pearson*

Science—Earth Science
Core Text: *Earth Science*
Publisher: *Glencoe*
Date of last adoption: *June 2005*
Date due for re-adoption: *June 2010*
Supplemental Materials: *Homegrown*
Publisher: *n/a*
Benchmark Assessment: *n/a*
Publisher: *n/a*

Q: Where is my form to fill out?

A: There are no forms for you to complete. We expect that you will send us the requested information in whatever way you gave it to the school board for approval.

Q: My school district has many schools and we use different materials in different schools. How do I know which one(s) you want?

A: We ask that you send us the information about the *most commonly used* materials across all schools in the district. For example, if 8 schools use Harcourt and 3 schools use McGraw-Hill, the response would be Harcourt.

Q: Teachers use many different materials in classrooms throughout our district, do I need to ask all of them what they use?

A: No, we ask that you send us lists of materials that were *officially adopted* by the district.

Q: We have students with varying abilities (e.g., AP, remedial, special education, etc.) and we use different materials for them. Do you want to know the names of all materials for each level?

A: No. Please just provide us with the materials used in your general education courses.

Q: We don't use purchased texts or materials in some or all of these content areas. How can I convey that information to you?

A: Just tell us that your texts or materials are “homegrown” and do not provide a publisher name.

Q: We use a published series rather than a single core text for language arts literacy so how do I indicate this?

A: Please identify the name of the series *or* primary text for each content area and grade, whichever best applies.

Q: Our School Board reviews and approves all curricular materials on an annual basis and produces a booklet. Can I just send you the booklet or do I have to photocopy the pages with the grades/courses you ask for?

A: Yes, you can send us your materials as prepared for the School Board review. Please be sure to

note/highlight the relevant information you send. We also ask for the date that the materials were adopted and what the curriculum review cycle is in your district (e.g., every 3 or 5 years).

Q: I am very interested in this project. When will the data be available and how will we find out about it?

A: We expect to publish our report in the Fall of 2009, with the on-line interactive tool becoming available soon thereafter.

Q: Will you be updating the information you receive?

A: Yes. We will contact districts again, but only when the curricula is newly re-adopted as indicated by your information in this data collection.

For questions, please contact Ryan Casey, Program Coordinator, at 1-866-RELMIFYI or info@relmid-atlantic.org.

REL Mid-Atlantic will protect the confidentiality of all respondent information. No information that identifies any study participant will be released. No individually identifiable information will be maintained by the study team. All individually identifiable information will be kept in secured locations and identifiers will be destroyed as soon as they are no longer needed.

Per policies and procedures required by the Education Sciences Reform Act of 2002, Title 1, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

APPENDIX D

NONRESPONDING DISTRICTS

Note: This list is provided at the request of state education agency staff.

TABLE D1

List of nonresponding districts

State	District	Grade range	State	District	Grade range
Maryland	Calvert County Public Schools	PreK–12	New Jersey	Haledon School District	PreK–8
	Garrett County Public Schools	PreK–12		Hamburg Borough School District	K–8
	Montgomery County Public Schools	PreK–12		Kinnelon Borough School District	K–12
New Jersey	Berlin Township School District	PreK–8		Lebanon Borough School District	K–6
	Bloomsbury School District	PreK–8		Mannington Township School District	PreK–8
	Bound Brook Borough School District	PreK–12		Medford Lakes Borough School District	PreK–8
	Byram Township School District	K–8		Merchantville School District	PreK–8
	Caldwell-West Caldwell School District	K–12		Millstone Township School District	K–8
	Cape May City School District	PreK–6		Moorestown Township School District	K–12
	Cape May County Vocational School District	9–12		North Bergen School District	PreK–12
	Clearview Regional School District	7–12		North Wildwood City School District	PreK–8
	Delaware Valley Regional High School District	9–12		Oakland School District	K–8
	Dover Town School District	PreK–12		Oaklyn Borough School District	K–9
	Downe Township School District	PreK–8		Palmyra Borough School District	PreK–12
	East Newark School District	PreK–8		Perth Amboy School District	PreK–12
	East Rutherford School District	PreK–8		Ridgefield School District	PreK–12
	Eastampton Township School District	K–8		Runnemede Borough School District	K–8
	Evesham Township School District	K–8		Seaside Park Borough School District	PreK–6
	Florence Township School District	K–12		Secaucus School District	PreK–12
	Franklin Borough School District	K–8		Somerville Borough School District	PreK–12
	Franklin Township School District	K–8		Upper Deerfield Township School District	PreK–8
	Gateway Regional School District	7–12		Wallkill Valley Regional School District	9–12
	Greater Egg Harbor Regional High School District	9–12		West Cape May School District	PreK–6
	Greenwich Township School District	K–8		West Long Branch School District	PreK–8
	Haddon Township School District	PreK–12		West New York School District	PreK–12

(CONTINUED)

TABLE D1 (CONTINUED)

List of nonresponding districts

State	District	Grade range
New Jersey	Woodbridge Township School District	K–12
	Woodlynne Borough School District	PreK–8
Pennsylvania	Abington Heights School District	K–12
	Ambridge Area School District	K–12
	Avonworth School District	K–12
	Baldwin-Whitehall School District	K–12
	Bangor Area School District	K–12
	Blackhawk School District	K–12
	Blue Ridge School District	K–12
	Bristol Borough School District	PreK–12
	Brookville Area School District	K–12
	Canton Area School District	K–12
	Center Area School District	K–12
	Cheltenham Township School District	K–12
	Chester-Upland School District	PreK–12
	Commodore Perry School District	K–12
	Coudersport Area School District	K–12
	Crawford Central School District	K–12
	Fairview School District	K–12
	Farrell Area School District	PreK–12
	Forest Area School District	K–12
	Fort Leboeuf School District	K–12
	Galeton Area School District	PreK–12
	General McLane School District	K–12
	Great Valley School District	K–12
	Hermitage School District	K–12
	Jamestown Area School District	K–12
	Johnsonburg Area School District	K–12
	Lakeview School District	PreK–12
	Laurel School District	K–12
	Lower Moreland Township School District	K–12
	Mercer Area School District	K–12

State	District	Grade range
Pennsylvania	Millcreek Township School District	K–12
	Muncy School District	K–12
	Neshannock Township School District	K–12
	New Castle Area School District	K–12
	Northern Bedford County School District	PreK–12
	Northern Potter School District	K–12
	Northgate School District	K–12
	Northwestern School District	K–12
	Octorara Area School District	K–12
	Otto-Eldred School District	K–12
	Penn Manor School District	K–12
	Pennridge School District	K–12
	Peters Township School District	K–12
	Plum Borough School District	K–12
	Port Allegany School District	K–12
	Punxsutawney Area School District	K–12
	Redbank Valley School District	K–12
	Reynolds School District	K–12
	Ridgway Area School District	K–12
	Riverview School District	K–12
	Rochester Area School District	K–12
	Rockwood Area School District	K–12
	Sayre Area School District	PreK–12
	Schuylkill Valley School District	K–12
	Shikellamy School District	K–12
	Solanco School District	K–12
	Souderton Area School District	K–12
	South Allegheny School District	K–12
	Springfield Township School District	K–12
	Steel Valley School District	K–12
	Sullivan County School District	K–12
	Upper Perkiomen School District	K–12
	Warwick School District	K–12
	Williamsport Area School District	K–12

APPENDIX E

CODING GUIDE USED BY PROJECT TEAM IN YEAR 1

Note: The following is the coding guide used by the project team in year 1, with footnotes indicating decisions made during the coding process about how to resolve inconsistencies. A revised coding guide, incorporating those decisions and other improvements, is presented in appendix F.

Submission formats will vary and so it will affect the time and decisions involved in coding various submissions.

Submission formats may include:

- Excel spreadsheets or lists identifying all adopted curriculum in district.
- District-created lists in response to our inquiry (i.e., subset of the complete list of adopted curriculum).
- District-completed Summary Tables available on website (i.e., Data Recording Form).
- LES-completed Summary Table or list in a Word document.
- Combination of above strategies.

Spelling varies across responses—we want to ensure “clean” entries (i.e., correct and consistent). Drop-down menus that can be updated with new items as they are encountered were implemented to address this issue in the online data collection application.

There may be multiple submissions of data from a single district, or the information may not be organized clearly. Look for the most commonly used materials (used by the most students) and the most recently adopted version of a material.

There is variation in reported names of core texts (for example, one district will report “Houghton

Mifflin Math (2005)” and another will report “Mathematics” as the core text name and “Houghton Mifflin 2005” as publisher). Do not make inferences about the titles or publishers; always use the names provided by the district.¹

Extract data only for the academic tracks that comprise the most students. These tracks are sometimes distinguished as “Academic (A),” or “College Prep (CP),” rather than “Honors (H),” “Transitional,” or “Advanced Placement (AP).” Choose the Earth Science closest to Grade 8. Data coding discrepancies that cannot be resolved should be described in the relevant notes section in the online application.

You will see that there are many textbooks with similar names published by different companies. There are also many textbooks in the same content areas all put out by potentially the same publishers but with slightly different names. Do not make inferences about the titles or publishers; always use the names provided by the district.

Publishing companies have changed hands over the years. A company may have published an Algebra book itself last decade, and then it was bought by a large conglomerate and now its name is given in the title like “Glencoe Algebra” or “Holt Algebra.” However, the real publisher may be “Holt, Rinehart & Winston,” which is a company under Pearson, or Glencoe/McGraw-Hill, which is a division of the McGraw-Hill Companies. (For cases like these of “Glencoe Algebra” and “Holt Algebra,” published by current conglomerates with titles containing names of the former publishers, the names “Glencoe” and “Holt” are called “imprints”).

The same publisher may have recently published many different book series for a particular content

1. During coding, project leadership determined that titles were to be entered exactly as reported by districts, except in cases where the district misspells a title or reports the name of the publisher as part of the name of the core text (in which case the title was to be entered in the title field and the publisher in the publisher field).

area, like publishing several different Algebra textbooks, Grade 4 Science textbooks, or Physics textbooks. This is why it is not appropriate to guess what an unknown book title is when you are only given a publisher name. Textbook names can also be very similar across publishers, such as with Algebra, Physics, and other courses, so it is not appropriate to assume who the publisher is based on the text title. When you encounter a new item then it should be listed in the coding guide for future reference. Make sure you look it up first, usually by searching for the item online and finding out whether it is what the district purports it to be (text, kit, benchmark assessment) and that it is published by the company purported to publish it.

The coding guidelines will convert much of the data coming into school districts into more generalized categories. Because we cannot code for multiple items in each field, when multiple items are given for a field they must be coded as “Various Materials.”

Reported course names can vary. For instance, Earth Science may be referred to as “Earth and Space.” Algebra 2 is not a synonym or substitute for Precalculus, but we will encounter more examples as they come up in the coding process. It is not appropriate to guess when it is not explicitly clear that the material pertains to the course requested, rather the code “Not Reported” should be used.

Note: State assessments (e.g., NJ ASK, PSSA) are not considered benchmark assessments. Additionally, materials that are used to prepare students for state assessments will also be ignored in the coding process.

Utilizing and implementing coding terms and categorizations

1. No field should be left blank (you may be entering mostly “NA” or “Not Reported”).
2. If a district does not supply the name of the core text/supplemental material/benchmark assessment then code “Not Reported” in the

relevant field, and then code “Not Reported” in the corresponding publisher field.

3. If a submission does not yet have a corresponding drop-down menu option, then first look up that item and its publication information online, making sure it is what the district says it is. (For instance, that it is a benchmark assessment and not an intervention, or it is reading material students directly use and not an instructional approach to reading). Then make a drop-down menu option for that item (e.g., “Reading Grade 1” as a core text, published by “Joe’s Publishing”).
4. Know the grade span of the district. For courses outside of or not applicable to the district’s grade span, code all those non-applicable fields as “NA” (e.g., if the district is only grades 9–12 then code “NA” for fields related to grades 1–8).
5. “District-Developed” will also be the entry for the publisher field when the material is “District-Developed,” such as when it is reported that materials are teacher-made or “Home-grown,” and “NA” for the publication date.
6. Submissions of multiple items for a field will simply be coded as “Various Materials” if there is more than one or whatever the publisher is if there is only one.²
7. When the district reports that it uses the core textbook also as a supplemental material or

2. Early in the coding process, project leadership clarified the coding of multiple materials in the following manner. When a district reports multiple materials for a single course:

If the multiple items are published by different publishers, enter “Various” in the title and publisher fields.

If the multiple items are published by a single publisher and do not appear to be parts of a series, enter “Various” in the title field and the name of the publisher in the publisher field.

If the multiple items are parts of a series by a single publisher, enter the name of the series and publisher in their respective fields. (i.e., enter the name of the reading series rather than the name of an item in that series.)

as a benchmark assessment (e.g., “comes with text”) then it will not be counted and code the supplemental materials field or benchmark assessment field as “Not Reported.”³

8. If the district submits an entry of “None” for a data field in order to indicate that they do not use the material indicated by that field, such as “None” in Supplemental Materials because they do not use supplemental materials in that particular course, then we will code “None.”
9. A district may indicate that they do not use a core text for a certain subject by writing something like “NA” in the core text field of their data submission yet they clearly teach that course because there is information in the supplemental materials and adoption dates. This “NA” shows that the district probably intends to indicate that they don’t have or use a core text (or whatever the field is), and so this should also be coded as “None.” (Although there may in fact be a primary instructional vehicle that could qualify in the core text field, we as coders cannot know this and will use the information given, interpret it reasonably, and code it by our coding system). If a school writes down “NA” for supplemental it will be coded as “None.”⁴ Also, if a core text is coded as “None” then the publisher and publication date will also be coded as “None.”
10. Note that submitted summary tables sometimes have information filled in the fields, which contain the text that label the fields, and so the information is hidden at first glance since the field is apparently blank. For instance the district may write “4Sight” right next to the text “Benchmark Assessment” as in the submission from LEAID 4202490. Be aware of this since it occurs now and then.
11. If the district supplies the name of the core text/supplemental material/benchmark assessment but does not supply information regarding the corresponding publisher, infer or search for the publisher name (see below list), and if information for that field still cannot be determined then code as “Not Reported.” Remember, do not guess if you cannot make reasonable assumptions.⁵
12. Any notes that come with a data submission should be filled into the relevant notes section in the data entry area on the online application. For instance, extra information pertaining to Grade 4 Science goes in that notes section; or if the district does not give the requested item in a certain field but rather an explanation as to why they do not have or use that requested item, then this should go in the notes section, and the nonreported item and its publisher will be coded as “Not Reported.”
13. We are officially requesting the Earth Science closest to 8th grade. Note that some vocational-technical secondary schools report having an Earth Science curriculum (LEAID 1000750) and some do not (LEAID 1001680). When there is no Earth Science curriculum information given and there is no explanation as to why, code “Not Reported” if the district has an 8th grade and code as “NA” if it does not have an 8th grade. If the district says outright in its data submission that it has no Earth Science curriculum then that qualifies as “NA,” and the district’s explanation should be put down in the Earth Science notes section on the online application. The district may teach Earth Science within a broader science course, so if it does, put whatever explanation given in the notes section and code for any Earth Science material if given (refer to the list below).

3. This rule was followed in year 1 but will be changed in year 2; see appendix F.

4. During coding, project leadership determined that this instruction specifically refers to supplemental materials.

5. During coding, project leadership determined that coders should not attempt to infer a book title when a district provided only a publisher name or a publisher when a district provided only a title.

14. If there are multiple items given that belong to the same series, which is published by a single publisher, then code the name of that series and code the name of that publisher in their respective fields. (For example, code the name of the reading series rather than the name of an item in that series.) If there are multiple different items reported, which are published by a single publisher, then code the items as “Various Materials” and code the name of the publisher in the publisher field.
15. Adoption dates are entered with a single-year numerical designation. If a submission reads “2005–2006” for that particular school year then enter the latter year, 2006. When the district says “As Needed,” “Continuously Revised,” or something similar instead of an actual date, or if multiple items are given that have different adoption dates, then code the date of adoption as “Ongoing.” If multiple publication dates are given for multiple items for a single core text field, then this will be coded as “Ongoing.”
16. Some districts apparently claim that they adopted core texts before they were published (such as “Scott Foresman Science published 2003, adopted 2002,” ex. LEAID 4215810). This should be coded just as it is presented in the submission, without any alteration due to interpretation in the coding or data-entry process. BUT you should make a note of this in any content areas where this occurs for a district.
17. The publication date field exists because it is helpful to know how old the instructional material is even if the adoption dates are not given. Code for it if it is given by the district. If it is not given by the district then do not look it up online or guess what it is; just code as “Not Reported.”
18. Also note that after consulting an electronic version and closing its window, you may be

asked if you want to save changes to it. Do NOT save any changes to the submission.

Glossary of coding terms

District-Developed: Entry for when an item is identified as “teacher-made” or “homegrown” or something similar (homework, texts, exams made by district personnel).

Various Materials: Entry for when more than one item is submitted in a single field for a single course.

NA: Entry when that field does not apply, such as in a nonapplicable grade or subject, or when a district reports that they do not teach that subject/course.

None: Entry for when the district specifically indicates it does not use whatever is indicated by that field.

Not Reported: Entry for when information is not given for whatever belongs in a field (only write in the notes section when there are notes given by the district).

Ongoing: Entry when the district has multiple adoption dates for multiple items or if the district says it re-adopts items “as needed” or something similar.

Drop-down menus: Data entry is done in the on-line application using drop-down menus in order to ensure consistent and clean data, free of spelling errors or varied forms. Decide what the item will be coded as after looking it up online to make sure of what it is and who publishes it. When you add something new to a particular drop-down menu it is only saved for future coding after you save that page. Entering a new option but not saving makes the new entry appear there only temporarily, such that the option can be revised over and over again until the page is saved and then the new option is added to the drop-down menu permanently.

Only the database manager can delete options in the dropdown menus. He can only do this after those options that are to be deleted are replaced with the revised options you wish to use. When he deletes the bad options you do not have blank fields left in the online application where the bad options used to be. If you need to do extensive drop-down menu revisions then speak to the database manager about the “Grid Edit” function. General issues of publisher name consistency across content areas and other format issues can be cleaned up after data entry has been completed.

Coding literacy

1. Core:

- a. Concentrate on reading materials for Grade 1 and on Language Arts and English Composition materials for Grades 4 and 8 (although you may only be given literature information and then it should be coded).
- b. REMEMBER as you update the dropdown menus with new options to background check the item and its publisher first to be confident of their proper designations and that the item is in fact not heretofore encountered.⁶
- c. For multiple listings from same series, determine the series name and code as that.

Example:

Anthology: Rhythm and Rhyme, *Signatures*, Harcourt School Publishers, 1999

Anthology: Picture Perfect, *Signatures*, Harcourt School Publishers, 1999

Anthology: Big Dreams, *Signatures*, Harcourt School Publishers, 1999

Anthology: Warm Friends, *Signatures*, Harcourt School Publishers, 1999

Decision:

Data entry should read “Signatures” in the core text field, “Harcourt” in the publisher field, and “1999” in the publication date field.

2. Supplemental materials:

- a. For multiple listings in same general category, identify the coding category.

Example:

Town Mouse, Country Mouse (Jan Brett), Putnam, 1994

Strega Nona (Tomie DePaolo), Prentice-Hall, 1975

Owl Moon (Jane Yolen), Philomel, 1987

Decision:

Data entry should read “Various Materials” in supplemental field and “Various Materials” in the publisher field. However if they are various materials published by the same publisher but are not in the same series then the items are coded as “Various Materials” but the publisher name is entered in.

- b. For materials developed for use district-wide, code as “District-Developed.”

Example:

District spelling core list

Decision:

Data entry should read “District-Developed.”

6. During coding, project leadership determined that this instruction also applies to mathematics and science.

3. Benchmark Assessments:

- a. At times, assessments are so well known that the district does not supply the publisher name. Consult the dropdown menu for commonly used benchmarks and associated publisher. More than one publisher will be coded as “Various.”

Coding math

1. Core:

- a. If multiple Algebra I materials are submitted by a district then choose the one closest to 8th grade.
- b. The name of the publisher may be part of the name of the core text as reported by the school district.

Example:

Pearson Prentice Hall Mathematics:
Algebra I (2007)

Decision:

Core text entry should read “Algebra I” and corresponding publisher should read “Pearson Prentice Hall” and the publication date “2007.”

2. Supplemental:

- a. For materials developed by teachers, code as “District-Developed.”

Example:

District reports teacher-made worksheets/information sheets

Decision:

Data entry should read “District-Developed.”

3. Benchmark Assessments:

- a. At times the district does not supply the publisher name or item title. Consult the dropdown menu for commonly used benchmarks and associated publishers.

Coding science

1. Core:

- a. *Note:* choose the Earth Science class that is closest to 8th grade and the most inclusive academic track (Academic or College Prep).
- a. There may be no core text listed. Districts may elect, instead, to use a variety of materials such as kits.

Example:

District provides this information	Coding as
STC Ecosystems kit	Various materials
Tradebook set: Extreme Coral Reef	
AIMS Manual: Weather and Moisture	
Book set: Magic School Bus Kicks up a Storm	
STC Electrical Circuits kit	
Tradebook set: Electricity and Magnetism	

2. Supplemental:

- a. There may be a core text but a variety of items submitted as supplemental materials:

District provides this information	Coding as
Tradebook set: Extreme Coral Reef AIMS Manual: Weather and Moisture Book set: Magic School Bus Kicks up a Storm Tradebook set: Electricity and Magnetism	Various materials
STC Ecosystems kit STC Electrical Circuits kit STC Motion and Design kit	STC (Science and Technology for Children)

- b. Science Kits from the same publisher will have their shared publisher name designated in the corresponding publisher field, but if there are kits from multiple publishers then the publisher will be coded as “Various.”

- c. As always, for materials developed by teachers, code as “District-Developed.”⁷

Example:

District reports teacher-made worksheets/information sheets

Decision:

Data entry should read “District-Developed” and the publisher is “District-Developed.”

3. Benchmark:
- a. At times, assessments are so well known that the district does not supply the publisher name. Consult the dropdown menu for commonly used benchmarks and associated publishers.

7. During coding, project leadership made clear that “District-Developed” applies only to materials that have been developed by district staff and formally adopted for use throughout the district.

APPENDIX F REVISED CODING GUIDE FOR USE IN YEAR 2

Note: This revised coding guide will be adapted to make it congruent with data collection procedures adopted in year 2.

Means of data submission

Submission formats may include:

- Excel spreadsheets or lists identifying all of a district's adopted curricula.
- District-created lists in response to our inquiry (data restricted to the nine courses we asked about).
- District-completed summary tables.
- Summary tables or Word documents completed by our staff, based on contacts with districts.
- A combination of the above (e.g., a summary table, partially completed by local education agency staff, and a Word document from the local education agency listing missing data).

If a district reports using electronic media, do not "save changes" when you close the document.

Glossary of coding terms

District-developed: Enter when a district reports formal adoption of "teacher-made" materials, "homegrown" materials, or something similar (e.g., vocabulary lists, texts, handouts, and assessments developed by district personnel).

Various Materials: Enter when a district reports more than one item in a single field for a single course.

NA: Enter when the field does not apply (e.g., if a district does not include the applicable grade or does not offer the subject or course).

None adopted: Enter when a district specifically indicates it does not use any materials related to a field.

Not reported: Enter when a district provides no information for a field.

Ongoing: Enter when a district reports multiple adoption dates for multiple items or if a district says it re-adopts items "as needed" or something similar.

Dropdown menus

The online application provides dropdown menus to ensure efficient, consistent, and accurate data entry. Before you enter the name of an item or a publisher, check to see if it is already listed. If you find an appropriate entry, clicking it will enter it automatically. If you do not find an appropriate entry, look up the title and publisher online to make sure the district has reported the publisher correctly (see discussion of publisher names under "Coding rules," below) and that the item is what the district says it is (e.g., a benchmark assessment and not an intervention), and add a dropdown menu option for the item. The added option can be revised until the page is saved; after the page is saved, the new option is added to the dropdown menu permanently, and only the database manager can delete it.

Coding rules

When a district reports multiple materials for a single course:

- If the multiple items are published by different publishers, enter "various materials" in the title and publisher fields.
- If the multiple items are published by a single publisher and do not appear to be parts of a series, enter "various materials" in the title field and the name of the publisher in the publisher field.
- If the multiple items are parts of a series by a single publisher, enter the name of the series

and publisher in their respective fields. (e.g., if a district reports, “Anthology: Rhythm and Rhyme, *Signatures*, Harcourt School Publishers, 1999,” enter “Signatures” in the core text field, “Harcourt” in the publisher field, and “1999” in the publication date field.)

If a district reports different sets of materials for different sets of students (i.e., different academic tracks), enter data corresponding to the majority of students, usually called “Academic (A)” or “College Prep (CP)” tracks. Do not enter data for “Honors (H),” “Transitional,” or “Advanced Placement (AP)” tracks.

You will find many variations in reported titles of core texts (for example, the same text may be reported as “Houghton Mifflin Math, 2005,” “Houghton Math, 2005,” “Mathematics, 2005” or “Houghton Mifflin 2005”). Enter titles exactly as reported by districts, except in these cases:

- If a district misspells a title (e.g., “Mathenatics”), enter the correct spelling of the name.
- If a district reports an ampersand (&) as part of a title, enter it as “and.”
- If a district reports a Roman numeral as part of a title, enter it in Arabic numerals.
- If a district reports a title containing the word *pre-calculus*, enter it as *precalculus*.
- If a district reports a title containing a state name, enter it as the standard two-letter U.S. Postal Service abbreviation (NJ, PA).
- If a district reports a state edition as part of a title of a material, enter it with the standard two-letter U.S. Postal Service abbreviation and the abbreviation “ed.” (NJ ed., PA ed.).
- If a district reports adoption of “Successmaker” or “Success Maker” or “Success-Maker” materials, enter them as “SuccessMaker.”

- In general, if a district reports the name of the publisher as part of the name of the core text (Pearson Prentice Hall Mathematics: Algebra 1, 2007), enter the title as “Algebra 1,” the publisher as “Pearson Prentice Hall,” and the publication date as “2007.” However, the following titles include the name of a current or former publisher and should be retained as reported:

- Harcourt Brace Trophies
- Heath Mathematics
- Heath Mathematics Connections
- Heath Middle Level Literature
- Holt Algebra 1
- Holt Earth Science
- Holt Handbook
- Holt Physics
- Holt Reader
- Holt Science & Technology: Earth Science
- Holt Second Course
- Houghton Mifflin Math
- Prentice Hall Literature, Penguin Edition
- Rigby Literacy
- Rigby PM Ultra Benchmark Kit
- Rigby READS
- Saxon Advanced Mathematics
- Saxon Math
- Scott Foresman Addison Wesley Mathematics

Publisher names can be a problem since many have changed in the past decade, and districts tend to report them differently. Also, one publishing company may have multiple imprints or trade names (often the result of its takeover of other publishers or parts of their business) that it uses to market products to different consumer segments. Enter names exactly as reported by districts except in these cases:

- If a district misspells a publisher name (“Harcourt” instead of “Harcourt”), enter the correct spelling of the name.
- If a district reports the name of an imprint of the publisher, rather than the publisher itself (“Harcourt School Publishers” instead of

“Harcourt,”) enter the correct publisher name. Use online resources to establish which names are imprints and which are publishers.

- If a district reports the publisher name as part of the title of a material (“Pearson Prentice Hall Algebra 1,”) enter the appropriate data in the title and publisher fields.
- Enter “John Wiley” or “John Wiley & Sons” as “Wiley.”
- Enter “H.C. Heath” as “Heath.”

Do not attempt to infer a book title when a district has provided only a publisher name or a publisher when a district has provided only a title.

If a district does not report a publication date, do not attempt to supply one; enter as “not reported.”

Reported course names can vary. For instance, “Earth Science” may be referred to as “Earth and Space.” However, “Algebra 2” is not a synonym or substitute for “Precalculus.” If it appears that a district is not reporting materials pertaining to the appropriate course, enter “not reported.”

Do not enter components of state assessments—Delaware Comprehensive Assessment System (DCAS), District of Columbia Comprehensive Assessment System (DC CAS), Maryland School Assessment (MSA), New Jersey Assessment of Skills and Knowledge (NJ ASK), and Pennsylvania System of School Assessment (PSSA)—as benchmark assessments.

Do not code materials that are used to prepare students for state assessments, such as:

- Barron’s New Jersey ASK4 Math Test, Barrons Educational Series, Inc.
- Delaware Student Testing Program Preparation, Study Island [online].

- GEPA New Jersey Grade Eight Proficiency Assessment: The Best Test Prep for NJ Grade 8 Math, Research Education Association.
- NJ ASK Mathematics Rehearsal, with Free Score Keeper, Grade Levels 3–11, Rally Education.
- NJ ASK practice tests and online workbooks: Mathematics Grade 8: developed by expert New Jersey teachers, Lumos Learning.
- Practice Tests that Score Themselves: Mirrors the PSSA—PSSA Reading Rehearsal with Free Score Keeper, Rally Education.
- Ready, Set, Go: PSSA 8th Grade Reading & Writing, 2nd Edition, Research Education Association.
- Rehearsal Strategies for NJ ASK Language Arts Literacy, Grades 3 and 4, Rally Education.
- Spectrum Pennsylvania Test Prep, Grade 4, School Specialty Publishing, 2004.
- Testing Information: Maryland School Assessment (MSA), Bright Education.

Do not leave any field blank.

Use the online application to identify the grade range of the reporting district. Code “NA” in all fields for grade levels the district does not contain. (e.g., if the district contains only grades 9–12, code “NA” for all fields related to grades 1, 4, and 8.)

If a district provides comments with its data submission, summarize the comments in the relevant notes section of the online application (e.g., comments about Grade 4 Science in the Grade 4 Science notes section). If the comment is about why a district does not use a particular material, summarize the comment in the relevant notes section of the online application and enter “NA” or “none adopted,” as appropriate.

If a district does not supply the name of a material, enter “not reported” in the relevant field and in the corresponding fields (publisher and dates, as applicable).

If a district reports that it has adopted materials that are “teacher-developed,” “district-developed,” “homegrown,” or something similar, enter “district-developed” in the materials field and “NA” in the publisher and publication date fields.

If a district reports that the core textbook package includes supplemental materials or benchmark assessments (“comes with text”), enter the title and publisher of the core text in the appropriate supplemental materials and benchmark assessment fields as well.

If a district reports that it does not use a core text, supplementary materials, or benchmark assessments in a course, enter “none adopted” in the appropriate fields.

If a district does not report the full title or publisher name of a benchmark assessment (e.g., DIBELS), check the dropdown menu for a list of commonly used benchmarks and associated publishers.

If a district reports “NA” for one material for a particular course but reports data about other materials for that course (e.g., a district reports “NA” for core text but provides names of supplemental materials for the course), enter “none adopted” in the appropriate fields.

If you enter “none adopted” for a core text, also enter “none adopted” in the publisher and publication date fields.

Enter adoption dates as a single year. If a district reports a school year (e.g., 2005/06), enter the latter year. If instead of an actual date a district reports “as needed,” “continuously revised,” or

something similar, enter “ongoing” in the date of adoption field. If a district reports multiple publication dates for multiple items in a core text field, enter “ongoing.”

If a district reports that it adopted a core text before it was published (e.g., reporting “Scott Foresman Science, 2003” as adopted in 2002), enter as reported, but enter a comment explaining the discrepancy in the relevant notes section of the online application.

If you encounter a coding problem that is not covered by the above rules, describe it in the relevant notes section in the online application, and do not enter any data until the problem is resolved.

If a district reports more than one set of Algebra 1 materials, enter data for the course taught closest to grade 8.

Regarding Earth Science materials:

- If a district reports more than one set of Earth Science materials, enter the data for the course taught closest to grade 8.
- If a district reports no Earth Science materials and provides no explanation, enter “not reported” if the district has a grade 8 and “NA” if it does not have a grade 8.
- If a district reports that it has no Earth Science course, enter “NA” in the appropriate field and enter the district’s explanation in the Earth Science notes section of the online application.
- If a district reports that it teaches Earth Science as part of a broader science course, include the district’s explanation in the notes section and enter any Earth Science data the district provides in the appropriate field.

APPENDIX G DATABASE USERS GUIDE

The free, online Database of Selected Language Arts Literacy, Mathematics, and Science Instructional Materials in the Mid-Atlantic Region can be accessed publicly at <http://www.relmid-atlantic.org/ci>. At this site, you will see some introductory information about the project and may choose between two menu options for viewing the data (figure G1):

- Search by District
- Search by Curriculum

Searching by district

To search for curriculum information for a specific Mid-Atlantic Region school district, click on “Search by District” and perform the following steps.

1. Choose a state by selecting from the “State” dropdown menu and clicking on “Get

Counties” (figure G2). You will see a “County” dropdown menu.

2. Choose a county by selecting from the “County” dropdown menu and clicking on “Get Districts” (figure G3). You will see a table of the districts in the selected county (figure G4).
3. Choose a district by clicking on a district name. A new window appears displaying the district’s data. See the “Viewing district data” section below for an explanation of the district window.

Searching by curriculum

To search for all Mid-Atlantic Region school districts that have adopted a specific curriculum material, click on “Search by Curriculum” and perform the following steps.

1. Choose a content area by selecting from the “Content Area” dropdown menu and clicking

FIGURE G1

Main database webpage

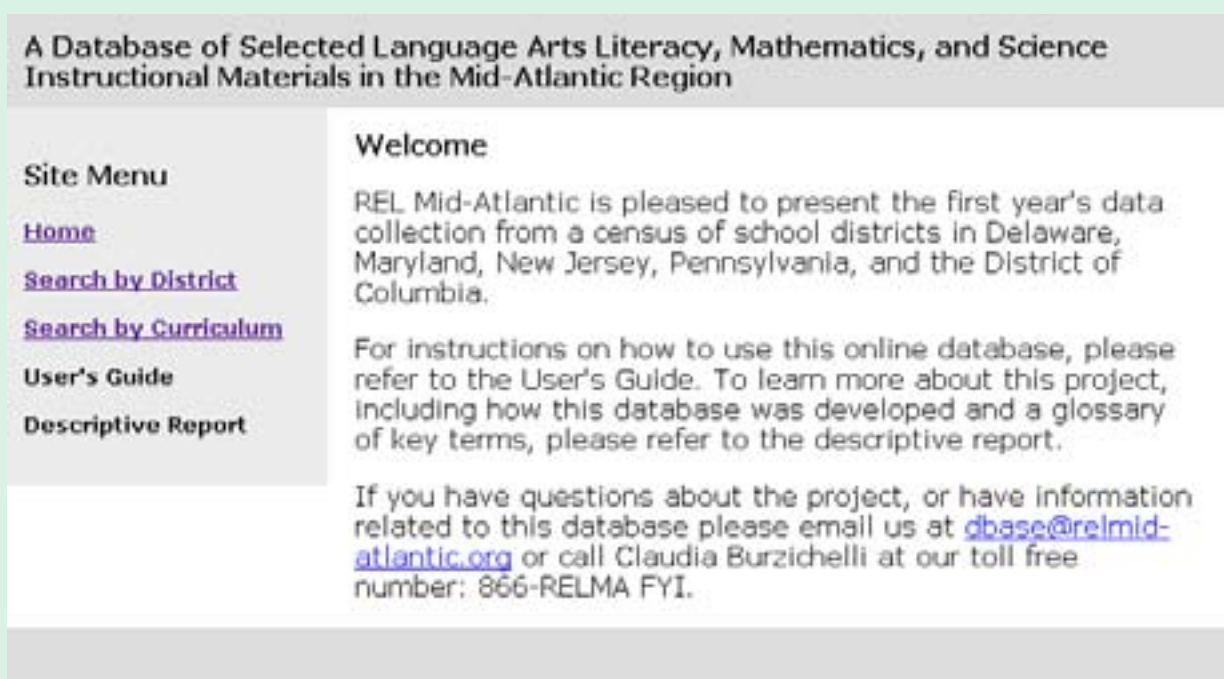


FIGURE G2
Selecting a state

Find Curriculum Used by a District

State:

FIGURE G3
Selecting a county

Find Curriculum Used by a District

State: NJ [\(change\)](#)

County:

FIGURE G4
Selecting a district

Find Curriculum Used by a District

State: NJ [\(change\)](#)

County: Sussex County [\(change\)](#)

Sussex County School Districts

State	District Name	District Grade Range
NJ	Andover Regional School District	KG-08
NJ	Byram Township School District (Data Not Received)	KG-08
NJ	Frankford Township School District	PK-08
NJ	Franklin Borough School District (Data Not Received)	KG-08
NJ	Fredon Township School District	KG-06
NJ	Green Township School District	KG-08
NJ	Hamburg Borough School District (Data Not Received)	KG-08
NJ	Hampton Township School District	KG-06
NJ	Hardyston Township School District	KG-08
NJ	High Point Regional School District	09-12

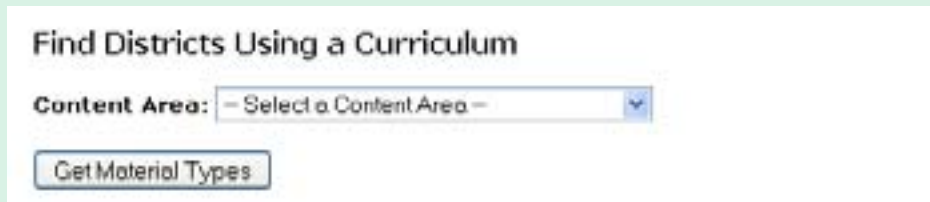
on “Get Material Types” (figure G5). You will see a “Material Types” dropdown menu.

2. Choose a material type by selecting from the “Material Type” dropdown menu and clicking on “Get Materials” (figure G6). You will see a dropdown menu of the curriculum materials that have been adopted as the selected material type in the selected content area.
3. Choose a curriculum material by selecting from the dropdown menu of materials and

clicking on “Get Districts” (figure G7). You will see a table of the districts using the selected material as the selected material type in the selected content area (figure G8).

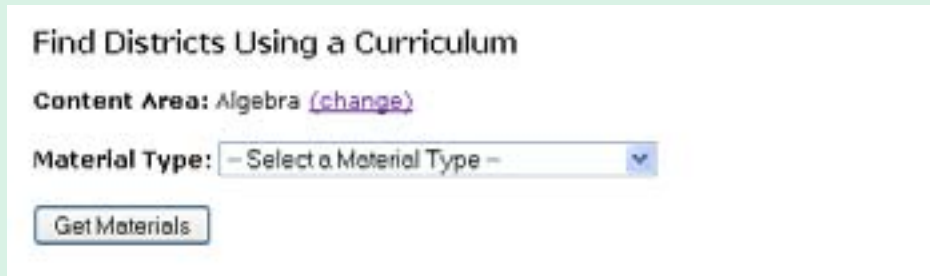
4. Choose a district by clicking on a district name. A new window appears displaying the district’s data. See the “Viewing district data” section below for an explanation of the district window.

FIGURE G5

Selecting a content area

The screenshot shows a web form titled "Find Districts Using a Curriculum". It contains a label "Content Area:" followed by a dropdown menu currently displaying "- Select a Content Area -". Below the dropdown is a button labeled "Get Material Types".

FIGURE G6

Selecting a material type

The screenshot shows the same web form titled "Find Districts Using a Curriculum". In this view, the "Content Area:" dropdown menu now displays "Algebra" with a purple "(change)" link to its right. Below it, the "Material Type:" dropdown menu is still displaying "- Select a Material Type -". A button labeled "Get Materials" is located below the "Material Type" dropdown.

FIGURE G7

Selecting a specific material

Find Districts Using a Curriculum

Content Area: Algebra [\(change\)](#)

Material Type: Core Texts [\(change\)](#)

Core Text: 

FIGURE G8

Selecting a district

Find Districts Using a Curriculum

Content Area: Algebra [\(change\)](#)

Material Type: Core Texts [\(change\)](#)

Material Title-Publisher: "Algebra" by Addison-Wesley [\(change\)](#)

Districts using "Algebra" by Addison-Wesley as their Core Text for Algebra

State	District Name	District Grade Range
NJ	Folsom School District	PK-08
PA	Central Greene School District	KG-12

This list of materials is not representative of all districts in the region, rather it represents the districts that responded to that specific data-point. The main page contains a list of non-responsive districts, and each district page reflects the data-points that were provided.

Viewing district data

Two types of data are displayed on the district details page (figure G9):

- General Demographic Data
- Curriculum Data

The top portion of the page shows demographic data for the district, including the district name, location, grade range, contact information, and enrollment statistics.

The bottom portion of the page shows the curriculum data gathered by the study. These data are divided into three sections, each displayed in its own tab:

- *Literacy* displays data about the district's Grade 1 Reading, Grade 4 Language, and Grade 8 Language curricula.
- *Mathematics* displays data about the district's Grade 4 Math, Algebra, and Precalculus curricula.

FIGURE G9

District details page

A Database of Selected Language Arts Literacy, Mathematics, and Science Instructional Materials in the Mid-Atlantic Region

[\[printable version\]](#) [\[close this window\]](#)

Hazleton Area School District
Hazleton, PA
(Luzerne County)

LEAID: 4211700	Percent ELL: 7.91%
Urbanicity: Suburb	Percent Special Ed: 12.06%
Grade Range: EG-12	Percent Free/Reduced Lunch: 35.6%
District Enrollment: 10000	Percent American Indian/Alaska Native: 0.07%
Phone Number: (570) 459-3111	Percent Asian/Pacific Islander: 0.55%
Mailing Address: 1515 W. 23rd Street	Percent Hispanic: 24.42%
Hazleton, PA 18202-1647	Percent Black, non-Hispanic: 2.16%
	Percent White, non-Hispanic: 72.4%

Literacy **Mathematics** **Science**

Grade 1 Reading

Core Text Title: Reading
 Core Text Publisher: Houghton Mifflin
 Core Text Adoption Date: Not Reported
 Core Text Scheduled Re-adoption Date: Not Reported

Benchmark Assessment Title: Not Reported
 Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Not Reported
 Supplemental Material Publisher: Not Reported

Grade 4 Language

Core Text Title: Reading
 Core Text Publisher: Houghton Mifflin
 Core Text Adoption Date: Not Reported
 Core Text Scheduled Re-adoption Date: Not Reported

Benchmark Assessment Title: Not Reported
 Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Language Arts
 Supplemental Material Publisher: Heath

Grade 8 Language

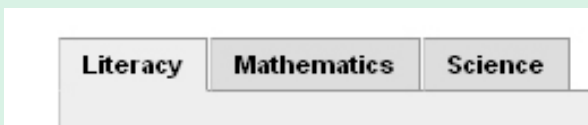
Core Text Title: Not Reported
 Core Text Publisher: Penguin Press

- *Science* displays data about the district's Grade 4 Science, Earth Science, and Physics curricula.

You can view each of these sections by clicking on the appropriate tab (figure G10).

If a subject area (for example, Precalculus or Earth Science) is not applicable for the district in question, it will be noted in place of that subject area's curriculum data, along with why it is not applicable.

FIGURE G10

Content area tabs

If a What Works Clearinghouse report is available for a particular curriculum material, it will be noted next to the title, and you will be presented with a link to the appropriate page on the What Works Clearinghouse website (figure G11).

You can close the district details page through normal web browser commands or by clicking on “close this window” near the upper right corner of the window (see figure G9).

You can print an alternately formatted version of the district details page by clicking on “printable version” near the upper left corner of the window (see figure G9). This version of the district details page is designed to print all of a district's curriculum data with just the minimal formatting required for printing (figure G12).

FIGURE G11

Links to What Works Clearinghouse reports**Grade 4 Math**

Core Text Title: Everyday Mathematics ([WWC report available - click to search](#))
Core Text Publisher: Macmillan McGraw-Hill

FIGURE G12

Printable version of district details page

A Database of Selected Language Arts Literacy, Mathematics, and Science Instructional Materials in the Mid-Atlantic Region

[\[close this window\]](#)

Hazleton Area School District
Hazleton, PA
(Luzerne County)

LEAID: 4211700	Percent ELL: 7.91%
Urbanicity: Suburb	Percent Special Ed: 12.08%
Grade Range: KG-12	Percent Free/Reduced Lunch: 36.6%
District Enrollment: 10000	Percent American Indian/Alaska Native: 0.07%
Phone Number: (570) 459-3111	Percent Asian/Pacific Islander: 0.05%
Mailing Address 1: 1516 W. 23rd Street	Percent Hispanic: 24.42%
Mailing Address: 1516 W. 23rd Street	Percent Black, non-Hispanic: 2.16%
Hazleton, PA 18202-1647	Percent White, non-Hispanic: 72.4%

Grade 1 Reading

Core Text Title: Reading
Core Text Publisher: Houghton Mifflin
Core Text Adoption Date: Not Reported
Core Text Scheduled Readoption Date: Not Reported

Benchmark Assessment Title: Not Reported
Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Not Reported
Supplemental Material Publisher: Not Reported

Grade 4 Language

Core Text Title: Reading
Core Text Publisher: Houghton Mifflin
Core Text Adoption Date: Not Reported
Core Text Scheduled Readoption Date: Not Reported

Benchmark Assessment Title: Not Reported
Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Language Arts
Supplemental Material Publisher: Heath

Grade 8 Language

Core Text Title: Not Reported
Core Text Publisher: Penguin Press
Core Text Adoption Date: Not Reported
Core Text Scheduled Readoption Date: Not Reported

Benchmark Assessment Title: Not Reported
Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Not Reported
Supplemental Material Publisher: Not Reported

Grade 4 Math

Core Text Title: Not Reported
Core Text Publisher: Harcourt
Core Text Adoption Date: Not Reported
Core Text Scheduled Readoption Date: Not Reported

Benchmark Assessment Title: Not Reported
Benchmark Assessment Publisher: Not Reported

Supplemental Material Title: Not Reported
Supplemental Material Publisher: Not Reported

NOTES

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1. Conversations with Delaware, New Jersey, and Pennsylvania state education agency staff and Regional Educational Laboratory Mid-Atlantic Governing Board members, May 2006–October 2009.
2. Minutes of the Regional Educational Laboratory Mid-Atlantic Governing Board meetings of August 9, 2006, and May 14, 2007.
3. Early in data collection, districts that responded with partial information were recontacted; later, as it became clear that many districts were not responding, further contacts focused on districts that had not provided any information.

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